May 2016

Dear Parents:

Your student has requested Pre-AP English I for the upcoming school year. The purpose of this course is to offer promising students challenging work that will prepare them for Advanced Placement courses.

In the Alvin Independent School District, Advanced Placement English courses are offered to eleventh and twelfth grade students. Upon successful completion of coursework, students may take AP examinations administered each year in May, and if successful, they will be awarded college English credit accepted by most universities. The Pre-AP courses offered in grades 6-10 develop reading, writing, and thinking skills necessary for success in AP courses. Reading selections for these courses represent concepts and/or reading selections frequently cited on Advanced Placement examinations.

Alvin ISD assigns summer reading to begin the year with a common dialogue, to expose students to high-quality authors and texts, to inspire critical thinking, and to maintain the standard of an advanced curriculum.

Your student is required to read ONE of the books. You can purchase one at any local book store. (Some of these books may contain mature language and content. Parents, please assist your child in selecting a book that you find appropriate.)

1. *To Kill a Mockingbird* by Harper Lee
2. *The Book Thief* by Markus Zusak (MHS only) / *Maus I and II* by Art Spiegelman (AHS only)
3. *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
4. *Kite Runner* by Khaled Hosseini

Please encourage your child to complete this reading assignment in order to be prepared for an assessment at the beginning of the school year.

Thank you for your cooperation and continuing interest in your student’s education.

Sincerely,

Jennifer Valdez
Executive Director of Secondary Education

Kristi Piper
Secondary ELA Curriculum Specialist

All AISD Summer reading titles have been given to the following local book vendors:

* Barnes and Noble - Pearland and Webster
Please sign and return to your student’s current English teacher.

My child and I have received notice of the summer assignment for Ninth Grade Pre-AP and will comply. We understand that the completion date for this assignment is Wednesday, August 31, 2016.

In the fall of 2016, my child will attend:

_____ Alvin High School
_____ Manvel High School
_____ Shadow Creek High School

Parent Printed Name _________________________________________________
Parent Signature _____________________________________________________
Student Printed Name ________________________________________________
Student Signature ___________________________________________________
Date ______________________________________________________________

Current English Teacher’s Name _______________________________________
Current Campus ______________________________________________________

NOTE: If you do not wish to have your child enrolled in Pre-AP or AP English Language Arts, please contact the guidance counselor at your child’s school.
9th Grade Summer Reading Assignment
Due Date: August 31st, 2016

Grade Level Belief Statement
- Through this summer reading assignment, 9th grade students will strive to recognize different ways in which an author develops a character or characters. Understanding character development is essential to understanding the complexities in any work of fiction.

Assignment
- After reading ONE work of fiction chosen from the lists provided, you will write a one-page analysis of the chosen character.

Choose ONE book from the list of titles below.
(Some of these books may contain mature language and content. Parents, please assist your child in selecting a book that you find appropriate.)

1. To Kill a Mockingbird by Harper Lee
2. The Book Thief by Markus Zusak (MHS only) / Maus I and II by Art Spiegelman (AHS only)
3. The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
4. Kite Runner by Khaled Hosseini
5. Farewell to Manzanar... by Jeanne Houston and James D. Houston

One-Pager Requirements

1. Character Statement – This should be written as a single sentence that makes an insightful point about the character you have chosen. It should be a defensible opinion about him or her.
   - For Example: Does this character influence the overall theme of the work? What kind of person is he or she? What does the author want the reader to believe about this character?

2. Textual Evidence - Provide evidence from the text to support the statement you intend to prove.
   - At least some of your textual evidence must be in the form of direct quotes (with page numbers)

3. Explanation – Explain how each piece of evidence proves the point you made in your character statement.

This work will be used in class to write an in-depth character analysis.

- The more thorough you are in compiling this work, the easier it will be write that essay.
- The more insightful your character statement, the easier it will be to develop it into a thesis statement for your character analysis.
  - In other words, “Cinderella is a nice character,” is not good enough and will have to be revised regardless of the quality of evidence.
Character Statement: Despite Cinderella’s sometimes passive nature, her optimism and kind nature enable her to manipulate situations without being outwardly aggressive.

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<thead>
<tr>
<th>Textual Evidence</th>
<th>Explanations</th>
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<tr>
<td>1. “She did her duty, she kept her silence. But underneath it all, she was waiting” (p. 7).</td>
<td>1. Cinderella never outright disobeyed her stepmother. However, she had not inwardly accepted her destiny. She had not given up hope.</td>
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<td>2. “Cinderella waited as she scrubbed the scullery floor. She waited to see if love would find her” (p. 14).</td>
<td>2. Even after experiencing the beauty of the ball (and the disobedience), Cinderella continued to obey her stepmother. She is not outwardly defiant.</td>
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And so on…